

INSTRUCTIONS / NOTES

FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

**Buffalo Creek Academy Charter
School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 7, 2022

By Dr. Christopher Manning (CEO), Ms. Erin Lawson
(Principal)

528 South Park Ave, 14204

(716) 431-5940



2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Christopher Manning (CEO), Mr. Amin Shah (Operations Director), Mrs. Erin Lawson (Principal), Ms. Chaniqua Bailey (Assistant Principal), Mr. Michael Gentile (Assistant Principal). prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Simone Ragland	Chair	Governance, Finance, Development
Jessica Smith	Vice Chair	Governance, Finance
Bill Oliver	Treasurer	Finance, Development
Victoria Mueller	Secretary	Governance, Development, Engagement
Candace Moppins	Chair of Development	Governance Development
Cedric Holloway	Chair of Engagement	Engagement, Student Success
Andre Geddes	Office	Student Success
Dr. Holly Quicksey	Chair of Student Success	Student Success, Governance, Finance, Development
Tricia Canty	Office	Finance, Governance, Student Success, Development
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees

Dr. Christopher R. Manning has served as the **school leader** since **2020**.

SCHOOL OVERVIEW

Buffalo Creek Academy (BCA) is approved for 5th - 12th grade. BCA opened in 2020 with 5th and 6th graders. We follow a slow-growth model, in that we add one cohort of 5th graders each year, plus our school model will grow (organically) by a grade each year until we reach full capacity.

Buffalo Creek Academy provides a rigorous and structured college preparatory education to all students, regardless of race, gender, home language, religion, or socioeconomic status. To address the needs of the community, the following key design elements inform all details of our school design.

1. Rigorous academics prepare students to excel in and graduate from college. New York State continues to raise the bar regarding the content and skill to be mastered at each grade; we will implement well-respected resources to inform a rigorous curriculum that meets that bar. We implement a rigorous middle and high school curriculum aligned to Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) and we incorporate materials reflecting a multicultural perspective and complex texts drawn from Common Core Text Exemplars. Our college-bound mission guides all academic content, as local families are in deep need of a local proof point for what is possible within their community and tangible example of quality education for their children.

2. Frequent assessments and a focus on results allow students to excel in middle and high school. Rigorous and frequent assessments and robust data analysis cycles lead to strategic, measurable action plans for instructional and content adjustment and we maintain a focus on constant growth and achievement. We align unit exams and quizzes to state standards and end-of-year benchmarks. We digitize assessment processing and calibrate writing expectations through examples. Teachers have real-time data to inform support, reteaching, and re-assessments. Weekly formative assessments are integrated into lessons; all units feature summative assessments; six-week assessments inform data analysis which connect to immediate action plans. Families are hungry for knowing how their children are growing, and for a school that provides the vision and plan to move results forward.

3. Structure and safety within a values-driven, caring community promote academic growth. Structure is the foundation of joy and creativity; predictability and clarity create a sense of personal safety and communal well-being; an ethos of care allows joy of community and creativity of learning to thrive. We promote academic achievement and grow LIFE-affirming values, guided by our LIFE values of Leadership, Integrity, Focus, and Excellence.

4. Community engagement and a global perspective allow students to make a positive impact. Key elements of our school design, aligned to our mission, inform the details of our academic program. We seek to close the civic engagement gap that exists among low-income people of color. Through partnership with local community centers and our supporting organization (Friends of Buffalo Creek, Inc.) our civic engagement program is fueled by student-driven projects at every grade level. Following the 'Roots and Shoots' principles of Jane Goodall, students "identify and address problems in their communities, while becoming the compassionate citizens that our planet needs." Students reflect on how events that take place outside of their community, city, state, and country

have an impact on personal, national, and global levels. High school students develop cross-cultural competence, critical analysis, teamwork, presentation creation, and research skills to succeed in college, as well as lead in our community and our ever-changing global environment.

We followed a hybrid school learning model in the 2021-2022 school year. Our teachers and staff were on campus as well as 70% of our students. Roughly 30% of our students remained as remote learners during the school year. Our classrooms were equipped with technology and designed so that our remote students received the same instruction as our on-campus students. We used Google Classroom as the platform for delivering instruction.

Buffalo Creek Academy has a very active “Friends of” organization that carries out family support programming all throughout the school year. We provided food pantry access, we delivered groceries to families in need during the aftermath of the Buffalo massacre, we initiated the designs for our Family Support Center which will open in the Fall of 2023.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2020-21	0	0	0	0	0	38	29	0	0	0	0	0	0	67
2021-22	0	0	0	0	0	26	53	50	0	0	0	0	0	129

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Enter the school’s English Arts Goal Here :By June 2023, 75% of fifth through eighth graders will be proficient in English Language Arts at Buffalo Creek Academy Charter School:

BACKGROUND

Taking into account two of the key design elements of our school which are *Rigorous Instruction* and *Ongoing Assessment*, we will focus on evidence-based analysis, writing, speaking and listening. Literacy instruction will be interactive extended learning seminars in which students will engage in rich conversations and tasks that will

maximize their learning. The English language arts curriculum will follow rigorous instruction using the i-Ready ELA curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, andre-assessments which will connect to immediate action plans.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	20	3	0	5	0	26
6	39	6	1	14	0	53
7	37	7	2	13	0	54
8	0	0	0	0	0	0
All	96	16	3	32	0	129

RESULTS AND EVALUATION

In 2022, Buffalo Creek Academy Charter School students took the NYS ELA assessments for the first time with this school district. Seventy-four percent of the student population took the ELA

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

assessment. During the 2021-22 students were faced with continuous threats of COVID outbreaks during the school year. This caused a continuation of virtual learning for students. To aid students in filling in the learning gaps, Buffalo Creek Academy has implemented i-Ready for ELA. This program allows students to use a program called, “MyPath,” after taking the diagnostic test students are placed according to their learning needs. They work on the program, “MyPath,” to fill in learning gaps and work at their pace and level of understanding.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	20	0	0
6	4	39	3	20
7	3	37	2	27
8	0	0	0	0
All	7	96	5	47

ADDITIONAL EVIDENCE

This was the first year Buffalo Creek Academy Students took the NYS assessments. Buffalo Creek Academy will continue to offer a lengthened ELA course to improve student literacy skills throughout the school year. Teachers will continue to use i-Ready along with Success Academy, to excel students in their understanding of the content area of ELA.

Goal 1: Absolute Measures

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

This was the first year for students at Buffalo Creek Academy taking the NYS ELA assessments. Students that were enrolled in the 2020-21 school year did not take the NYS State assessments. The school district was fully remote at this time due to the COVID pandemic. Students will continue to receive extended class periods of ELA to fill in learning gaps.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	0	0	20
6	3	20	4	39
7	2	27	3	37
8	0	0	0	0
All	5	47	7	96

ADDITIONAL EVIDENCE

This was the first year Buffalo Creek Academy students have taken the NYS ELA assessments.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Buffalo Creek Academy has used i-Ready to measure growth in the content area of ELA. Students worked on a personal “MyPath,” learning program, while using being taught grade level-lessons that were aligned to the NYS ELA assessment standards.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA:

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	100	[65%]	[Yes]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[79]	44[%]	[Yes]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	30[%] ⁴	[15]	[12%]	[Yes]

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	100	[65%]	[Yes]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[47]	[70%]	[Yes]

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	NA	NA
4	NA	NA
5	100%	26
6	6%	36
7	57%	38
8	NA	NA
All	54%	100

ADDITIONAL CONTEXT AND EVIDENCE

Buffalo Creek Academy was impacted by the teacher shortage for the 2021-22 school year. The sixth grade class was in need of a permanent ELA teacher. The sixth grade class had various substitute teachers. This resulted in lower test scores for the students.

Goal 3: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

X)

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Based on the end of the year i-Ready results for Buffalo Creek Academy Charter School in ELA, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basis components of reading (phonics, decoding, writing, vocabulary, and comprehension) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Buffalo Creek Academy will provide students with extended content periods for ELA. The content period will consist of 75-minutes. Students will continue to work NYS standards, reading, writing and literacy comprehension for the upcoming school year. Students will be offered after-school help for the content area of ELA.

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, writing, and literacy within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and writing samples to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and i-Ready results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in ELA. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

– By June 2023, 75% of fifth through eighth graders will be proficient in math at Buffalo Creek Academy Charter School:

BACKGROUND

The Math English curriculum will follow a rigorous instruction using the i-ReadyMath curriculum. Buffalo Creek Academy will provide frequent assessments by aligning unit exams and quizzes to the state standards and end of year benchmarks. Weekly formative assessments will be integrated into lessons; all units will feature summative assessments and six-week assessments. Teachers will participate in data analysis using real-time data to inform supports, re-teachings, and reassessments which will connect to immediate action plans.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 5 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	20	3	0	6	0	26
6	36	6	2	18	0	54
7	39	7	1	12	0	51
8	0	0	0	0	0	0
All	95	16	3	36	0	131

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

In 2022, Buffalo Creek Academy Charter School students took the NYS Math assessments for the first time with this school district. Seventy-two percent of the student population took the Math assessment. During the 2021-22 students were faced with continuous threats of COVID outbreaks during the school year. This caused a continuation of virtual learning for students. To aid students in filling in the learning gaps, Buffalo Creek Academy has implemented i-Ready for Math. This program allows students to use a program called, “MyPath,” after taking the diagnostic test students are placed according to their learning needs. They work on the program, “MyPath,” to fill in learning gaps and work at their pace and level of understanding. As students progress through the new school year learning gaps from previous years are being filled in. Buffalo Creek Academy continues to work with students and increase their math skills.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	20	0	0
6	0	36	0	20
7	1	39	0	27
8	0	0	0	0
All	1	95	0	47

ADDITIONAL EVIDENCE

Buffalo Creek Academy students took the NYS Math assessment for the first time in Spring 2022. This chart shows a beginning point for students and the mathematical areas that students will need to focus on. Due to the continued COVID pandemic the school needed to continue virtual instruction for periods during the school year.

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

In 2022, Buffalo Creek Academy Charter School students took the NYS Math assessments for the first time with this school district. Seventy-two percent of the student population took the Math assessment. During the 2021-22 students were faced with continuous threats of COVID outbreaks during the school year. This caused a continuation of virtual learning for students. To aid students in filling in the learning gaps, Buffalo Creek Academy has implemented i-Ready for Math. This program allows students to use a program called, “MyPath,” after taking the diagnostic test students are placed according to their learning needs. They work on the program, “MyPath,” to fill in learning gaps and work at their pace and level of understanding. As students progress through the new school year learning gaps from previous years are being filled in. Buffalo Creek Academy continues to work with students and increase their math skills.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	0	0	20
6	0	20	0	36
7	0	27	1	39
8	0	0	0	0
All	0	47	1	95

ADDITIONAL EVIDENCE

Buffalo Creek Academy students took the NYS Math assessment for the first time in Spring 2022. This chart shows a beginning point for students and the mathematical areas that students will need

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

to focus on. Due to the continued COVID pandemic the school needed to continue virtual instruction for periods during the school year.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics:

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[100]	[47%]	[No]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[52]	[73%]	[Yes]

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[100]	[47%]	[No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	[7%] ⁸	[8]	[33%]	[/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[47]	[67%]	[Yes]

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	NA	NA
4	NA	NA
5	83%	27
6	27%	37
7	28%	40
8	NA	NA
All	46%	104

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

ADDITIONAL CONTEXT AND EVIDENCE

Goal 2: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Based on the end of the year i-Ready results for Buffalo Creek Academy Charter School in Math, the focus going forward will be on implementing a more diagnostic curriculum that focuses on the basic components of math (math discussions, computation, and word problems with manipulatives) during the double block periods. Further, using the diagnostic information to assist with lesson planning and classroom instruction.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Buffalo Creek Academy Charter School will continue to use the data to help inform instruction for students and teachers. The focus this year is on vocabulary, computation, and solving word problems within the instructional day across all content areas. Teachers and administrators will use the exit tickets, assessments, and unit tests to determine specific areas of need for students and instructional methods. We will use the quarterly assessments, and i-Ready results to chart specific standards that will need to be addressed throughout the upcoming quarters to assist students in Math. Additionally, this information will assist teachers in determining how to construct the small group, intervention, or enrichment skills students will need to focus on during these sessions that occur during the instructional day.

GOAL 3: SCIENCE

Goal 3: Science

The goal of Buffalo Creek Academy Charter School’s science program would be to improve the overall student proficiency to 75%.

BACKGROUND

Buffalo Creek Academy Charter School’s action plan going forward is to use the Elevate NY science curriculum that aligns to the NYS standards for each grade level. Teachers will participate in Science professional development understanding the standards as it relates to specific grade levels. Additionally, the focus will be on science vocabulary instruction integrated with an alternative day of instruction of content materials. Weekly grade level meetings to discuss the science standards and resources will assist teachers in proper lesson planning for effective instruction.

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Buffalo Creek Academy had enrollment for grades 5-7.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4		
8		
All		

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18			
8	2018-19			
8	2021-22			

Buffalo Creek Academy had enrollment for grades 5-7.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

Buffalo Creek Academy had enrollment for grades 5-7.

Science Goal: Additional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Buffalo Creek Academy had enrollment for grades 5-7.

ACTION PLAN

Buffalo Creek Academy had enrollment for grades 5-7.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Buffalo Creek Academy Charter School has not received an ESSA status from the state.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	
2020-21	
2021-22	

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Internal Exam Results” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2021-22 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	[X] ¹⁰	[#]	[X]	[Yes/No]

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁰ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹¹	2+ students	75%	#	%	[Yes/No]
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End of Year Performance on 2021-22 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹²	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2021-22 NWEA MAP [ELA/Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2021-22 i-Ready [ELA/Mathematics] Assessment End of Year Results

¹¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹³	[%] ¹⁴	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2021-22 i-Ready [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				

¹³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8				
All				

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		